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Current Events

[Edited by Clarence W. Gleason, Roxbury Latin School, Boston, Mass., for the territory covered by the Association of New England and the Atlantic States; Daniel W. Lothman, East High School, Cleveland, Ohio, for the Middle States, west to the Mississippi River; Walter Miller, the University of Missouri, Columbia, Mo., for the Southern States; and by Frederick C. Eastman, the University of Iowa, Iowa City, Iowa, for the territory of the Association west of the Mississippi, exclusive of Louisiana and Texas. News from the Pacific Coast may be sent to Miss Juliann A. Roller, Franklin High School, Portland, Ore., and to Miss Bertha Green, Hollywood High School, Los Angeles, Cal. This department will present everything that is properly news—occurrences from month to month, meetings, changes in faculties, performances of various kinds, etc. All news items should be sent to the associate editors named above.]

Indiana

At its meeting in October, 1916, the Classical Section of the State Teachers' Association of Indiana appointed a committee to co-operate with the Latin teachers of the state in providing means to increase the efficiency of their teaching and to make the conditions more favorable under which they work. In accordance with the vote of the section, a representative of the committee has been appointed for each congressional district of the state. In this way it will be possible for every teacher of Latin to keep in close touch with anything that is to be undertaken by the committee in the future.

It is the plan of the committee, so far as possible, to bring all the available resources of the state which may be of service to teachers of Latin, within their reach, so as to enable them to do their work more easily, more successfully, and with greater interest on the part of the pupils and the community.

In pursuance of this plan the committee suggests, as a beginning, the formation of Latin clubs among the pupils of the high schools. Such clubs have already been started in a number of places, both in our state and elsewhere, and it is easily seen that wherever they exist the interest in the study is greatly increased. The clubs are quite informal, of course. They hold meetings at convenient intervals, usually every two weeks or every month, the Latin class work for those days being made somewhat lighter, so as to cause no inconvenience to the pupils in their other work. The exercises at the meetings usually consist of short reports or discussions, sometimes debates on topics of interest connected with Latin, such as Roman life in its various phases, mythology, English poems on classical subjects, the life of Caesar, Cicero, or Virgil, Latin songs, and the like.

Massachusetts

Clark College.—Professor Haven D. Brackett writes: "Possibly a word about Greek here at Clark may be of interest to some of your readers. There are, I think, few colleges in the country where conditions on the whole are more

unfavorable for Greek than here at Clark College. The three-year course, limiting sharply the time which can be devoted to general liberalizing courses, the presence of a graduate school whose spirit is conspicuously scientific rather than humanistic, the fact that most of our students come from an environment where classical literature is little known or appreciated—all these factors militate against Greek. Notwithstanding these facts, at no time during the past thirteen years has the Greek department lacked a reasonable number of interested and enthusiastic students.

"Most of these students begin Greek here in college; after a beginners' course of four and a half hours a week for a year, they are able, as a rule, to proceed on an even basis with students who enter with two or three years of high-school Greek. Of the students who have completed the work in beginners' Greek during the past seven years, 79 per cent have taken a second year. The aim of the first year's work, openly and repeatedly emphasized, is to enable the student to enter in the second year the promised land of Greek literature, and especially of Greek poetry.

"Again and again am I surprised at the strength of the appeal of the *Iliad* to the American undergraduate. I doubt if any student who has read the *Iliad* at Clark has failed to conceive a genuine and hearty admiration for it. Here is one brief testimony from a student who has since taken the degree of Ph.D. in philosophy, and is now a teacher of philosophy in an American university: 'I consider it worth while indeed to study Homer. I have become acquainted with a power I never knew before. My ideas and opinions about the Greeks and Homer have become altogether new and I have learned more about literature while we have been reading Homer than in any other study.' It is not only the better students who speak enthusiastically of the *Iliad*. Here is the statement of a man for whom the reading of the Greek was a struggle: 'Without reserve I honestly think that the time spent in the study of Homer has been very profitably expended. It is not now that we realize to the fullest extent, perhaps, the value of Homeric study in the original. Those *human universal* qualities of the life known to Homer, which he so graphically hands down to us, must, it seems to me, greatly influence our "inner best part."' Says another, 'If I should be rejected [he means "flunked"] for technical errors, I should go out taking an inspiration from Homer with me. Homer has taught me to look upon sea, mountain, in fact all nature and, in a measure, life, with a new appreciation.'

"Of the two students who at present constitute my third-year class, both intend to do graduate work in Greek and Latin and to become candidates for the doctorate.

"Aeschylus, in my experience, whether in Greek or in translation, has again and again swept students off their feet in surprise and admiration. One student in attempting an estimate of Aeschylus, after proceeding for a way in prose says: 'I cannot give my estimate of Aeschylus. It will not form

itself in words. Perhaps the following may show how I feel in regard to him and his work.' Then follow two sonnets, of which I quote the first:

I dreamed a dream. Upon the grassy sward I lay,
Face downward turned toward things of sordid earth,
When lo, appeared a man of noble birth.
His sympathetic face, with beard of gray
Looked down upon me there as if to say:
"Thou of the earth, look up! Behold the worth
Of fancied truth portrayed, of giving birth
To all the best that lies within thy sway.
God, gods, or superman—the name who cares—
Almighty Justice rules the universe.
Fair Justice, blind no more, with wide-eyed mind
Shall guide our Fate. Not always he who bears
Must own the sin, and yet, our Fate's no curse—
The innocent shall absolution find.

"Here is the testimony of a man who began the study of the language, made a failure of it, but undismayed took my course in Greek tragedy in English: 'My notion heretofore was that Greek drama dealt with certain vague, misty, superhuman creatures having little or no relation to mankind, and that for the average reader they had little interest, being only for the classicists, as it were. Now this is all changed and I am ambitious to introduce the Greek dramas to my friends, who I believe share the notion which I formerly held.' One student, possessed of a rarely keen and delicate literary appreciation, says: 'The more one studies the fruits of his genius, the more the wonder. One beholds as nearly a perfect treatment of almost superhuman subjects as human art can give. Aeschylus is indeed the father of poetic drama. All who come after seem influenced by him, either directly and acknowledged, or indirectly and unconsciously (for who can come in contact with him and not be influenced?), so comprehensive his genius, so profound his thought, so earnest his moral sense, so true his appreciation and creation of grand art.' And lastly this from a student specializing in English, who studied Greek two years in college and now keenly regrets that he did not continue it in his third year, and who is about to enter upon work for the degree of Ph.D. in English: 'As a student of literature, I believe that my first reading of Aeschylus is one of the biggest events of the college course.' In a recent letter to me this same student writes: 'And may I remind you that my days of Greek study are not over, nor ever will be!'

"Such are some of the impressions made by Homer and Aeschylus upon earnest, open-eyed, fair-minded American undergraduates. In the face of this testimony who will deny that Greek literature, if allowed to utter with its own voice its own message, has yet, even where the air is thick with the fumes of commercialism, the vitality to carry that message into the minds and hearts of young men?"

Nebraska

The University of Nebraska.—The Latin Club of the University of Nebraska held an enjoyable meeting on February 13. Members gathered in one of the department rooms on the campus for the regular monthly literary program. Miss Ruth Snively read a paper on the making of a Roman book. Miss Greta Nunemaker presented an excellent number in the form of a letter purporting to be from a Roman matron who had lately moved to the "Eternal City." The object was to show customs in an ancient Roman household. Miss Zora Schaupp gave a clever demonstration of Cicero's writings.

The club then passed to the office of the department, which had been decorated for the occasion, and which held the surprise that had been prepared for the departmental head, Professor Grove E. Barber. The surprise, carefully draped with a Roman toga, hung above his desk. Its white folds and purple border carried the club's colors. A cluster of purple violets, the flower of the club, held the drapery in place. A happy speech was made by Dr. Alice C. Hunter, director of the club, and at its close two young ladies drew cords that unveiled the gift, a remarkably fine photograph of Professor Barber. The president of the club, Miss Doris Weaver, in a graceful speech presented the gift to the department. Professor Barber responded with an excellent impromptu speech. After the presentation members of the Pliny class served appropriate refreshments.

Members of the club had very much pleasure this winter in carrying out their surprise. For the purchase of permanent gifts to the university 80 per cent of all dues is reserved. Professor Barber was persuaded with considerable maneuvering to pose for the picture, the ultimate purpose of which was kept from him. It is mounted in a tasteful frame and bears an inscription from the club. The gift will be a lasting memorial of the high esteem and love which his students have for Professor Barber, who has served the department so faithfully for many years.

New Jersey

Princeton University.—On Saturday, June 2, there will be held at Princeton University a conference of unusual significance to American teachers and students of the classics. Although the gathering will be formally convened by professional classicists, and primarily to stimulate classical studies, it will have no other points of resemblance than these to any conference previously held. It will be the realization of a demand on the part of a group of cultured men of affairs for a symposium at which the cultural claims of the classics can be publicly discussed and presented by those who cannot possibly be charged with a bias due to professional interest. Accordingly, the meetings will be addressed by a number of bankers, lawyers, journalists, industrialists, and others of similar vocations. Their addresses and other relevant material will be published after the conference in such a form as to be readily accessible to

the general public, and thus possibly be instrumental in prompting parents and prospective students to count Latin and Greek as essential items in a program of liberal studies. All those who are interested in the future of classical studies are urged to be present at these important meetings.

Ohio

Columbus North High School, Columbus, Ohio.—To observe the birthday of Abraham Lincoln and to connect the study of Latin with timely interests, the following plan was proposed and carried out enthusiastically by the pupils of Mrs. Clara F. Milligan's Latin classes. Each class resolved itself into a *contio* and elected one member *magister*, another *scriba*. From a list suggested each pupil selected a subject for a paper not to exceed two minutes in delivery. On February 12, the room was adorned with a portrait of Lincoln, an American flag, a picture of Cicero, the Roman eagle, and a poster conveying to the modern world the message of Caesar and Cicero. *Magister togatus* greeted his classmates with a short Latin speech setting forth the purpose of the *contio*, closing with the exhortation, *Omnes surgamus et canamus Latine*. The paraphrase of America had been written on the board and very lustily the direction was obeyed. The program followed presenting such topics as: "Caesar's Pride of Birth"; "Lincoln's Humble Origin"; "Customs Connected with Rearing Roman Boys"; "The Education of Caesar (or Cicero) and of Lincoln"; "The Pathway to Fame"; "The Appearance, Character, Achievements, Tragic Death of Each"; "Anecdotes Showing Humor of Cicero and of Lincoln"; "Tributes and Memorials Which Prove the Appreciation by Posterity of Caesar (or Cicero) and Lincoln."

The Columbus Latin Club held its winter meeting on February 17, 1917. A luncheon was served at the Elks' Home to over forty members and guests. Mr. Edwin L. Findley, East High School, Cleveland, Ohio, spoke on "Some Problems of the Secondary Latin Teacher." The leaders of the discussion were: Miss Mary L. Patterson, Delaware, Ohio; Miss Marie L. Mulligan, of West High School, and Miss Harriet R. Kirby, of North High School, Columbus, Ohio. This was one of the liveliest meetings the club has ever held, as the subject was one of such timely interest and one which aroused much discussion.

Oregon

The second annual meeting of the Classical Association of the Pacific States was held at Portland, Oregon, on December 27 and 28, Reed College acting most graciously as host. Aside from three sessions devoted to business and the reading of papers, two very pleasant social occasions were enjoyed. On the evening of December 27, after an address of greeting by President Foster, of Reed College, and a paper by Professor F. C. Taylor, of Pacific University, president of the Northern Section, the members of the Association and their friends were entertained at a reception given by President and Mrs. Foster; and on the following day at noon a luncheon was served at the University Club, Professor Rees, president of the Association, acting as toastmaster.

To co-operate with the committee headed by Miss Myra H. Hanson, which is investigating the classical situation in the Middle West and South, the following committee has been appointed: Miss Bertha Green, of the Hollywood High School, Los Angeles (chairman); Professor J. Elmore, of Stanford University; and Dr. A. P. McKinlay, of the Lincoln High School, Portland. Plans were also set on foot to assure a successful and enthusiastic meeting of classical teachers at the time when the National Education Association holds its sessions in Portland next summer.

For the year 1917-18 the following officers were elected: President, Dr. W. A. Edwards, of the Los Angeles Junior College; members of the Executive Committee: Professor J. Elmore, of Stanford University; Professor E. C. Norton, of Pomona College; and Mr. I. C. Libby, of the high school at Spokane, Washington. The three vice-presidencies are *ex-officio* positions. Only one of these positions has been filled thus far, through the election of Professor F. F. Potter, of Washington State College, to the presidency of the Northern Section. Professor M. E. Deutsch, of the University of California, continues in the office of secretary-treasurer, having been elected thereto for a term of three years.

Tennessee

The eleventh annual meeting of the Tennessee Philological Association was held at Maryville College, Maryville, Tennessee, on February 23 and 24.

The program presented seventeen papers of a philological character. Those papers which have an especial interest to the ancient classical student were as follows: "The Roman and Greek View of City Life," by R. J. Reveley, Knoxville High School; "How We Vitalize the Study of Latin," by Miss Floy Harris, Johnson City High School; "The Simile in the *Aeneid*," by Miss Mary S. Plummer, Knoxville High School; "Roman Personal Names," by R. B. Steele, Vanderbilt University; "Pax Romana," by Murat Roberts, East Tennessee Normal School; "Ancient Parallels to the Angels of Mons," by R. S. Radford, University of Tennessee; the president of the Association, Professor Charles E. Little, George Peabody College for Teachers, gave an address on "A Popular Language in an Imperial Government."

Following the program Friday evening, a reception was given the members of the Association in the rooms of the department of home economics in Science Hall, by members of the faculty of Maryville College.

Texas

The Classics Section of the Texas State Teachers' Association, held at Fort Worth on December 1, met in a morning and an afternoon session. The following program was given: "The most Practical Methods of Teaching Latin Word-Formation as Applied to Professor Lodge's Word List," Dr. J. A. Tolman, Abilene; "The Direct Method: A Defense," Miss Mary Mobley, Austin; "Some Things in Homer That Suggest the Bible," Dr. D. A. Penick,

University of Texas; "First-Year Latin," Mr. E. L. Nunnally, San Angelo; "Second-Year Latin," Miss Annie Forsgard, Waco; "Third-Year Latin," Mr. E. O. Tanner, Temple; "Fourth-Year Latin," Miss Mamie Brightwell, Fort Worth.

Miss Roberta Lavender, of the University of Texas, who is an enthusiastic supporter of the direct method of teaching Latin, presented at the close of the program a chart which she has prepared for use in connection with this method.

A committee was appointed by Mr. L. C. Proctor, Temple, president of the Classics Section, to suggest required reading in Latin for entrance to college that may be substituted for the work in Caesar, Cicero, and Vergil that the state university now requires.

Wisconsin

At the Southern Wisconsin Teachers' Association held at Madison on February 9 and 10, a Latin section was formed for the first time, with Miss Leta M. Wilson, of Madison, as chairman. About thirty were present. The program consisted of an informal round-table discussion on two problems: "How Can Drill in Beginning Work Be Made Both Adequate and Interesting?" presented by Miss Ethel Hoag, of Evansville, Wisconsin; and "Teaching Students How to Translate," by Miss Harriett Kuhns, of Madison. The following officers were elected for the coming year: chairman, Miss Ethel Hoag, Evansville, Wisconsin; Secretary, Miss Merle Baldwin, Randall Junior High School, Madison.

The following communication was received from Mr. John Cotton Dana, librarian of the free Public Library of Newark, New Jersey:

"Why Study Latin?" is the name of an exhibit being shown in the Newark Library until the first of March. This exhibit is based on a plan made by Miss Frances E. Sabin, University of Wisconsin, and consists (1) of a series of charts showing by printed descriptions, by diagrams and graphs, and by pictures, the relation of Latin to modern life and education; (2) of mounted pictures and German educational lithographs of Roman life and Roman architecture, and portraits of eminent Romans; (3) of textbooks and literature on the subject; and (4) of objects, both reproductions and originals, from Pompeii.

"The exhibit has been received with much interest by local educators. The exhibit will be lent and shown in March at the University of Michigan in response to a request from the librarian. It will travel thereafter to the other colleges and high schools from which requests are being received."

Anyone who wishes a complete file of the *Classical Journal* and of *Classical Philology* (excepting the recent index) for the years 1908-17 inclusive may obtain the same gratis by communicating with Dr. F. M. Foster, Iowa City, Iowa.